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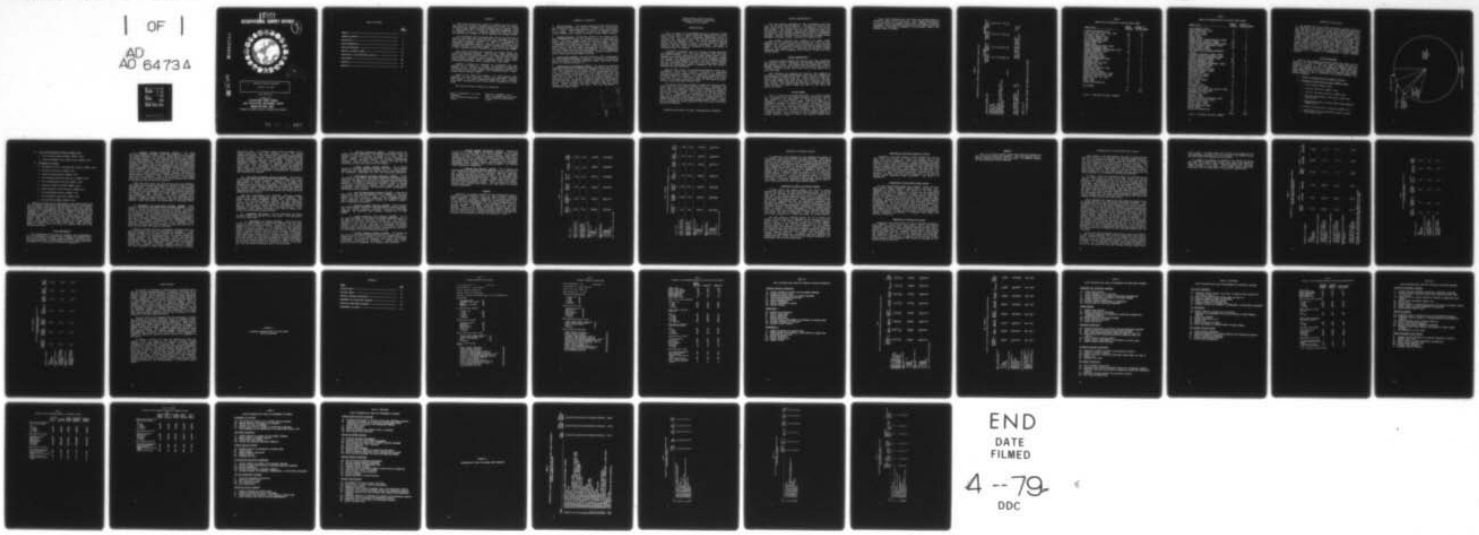

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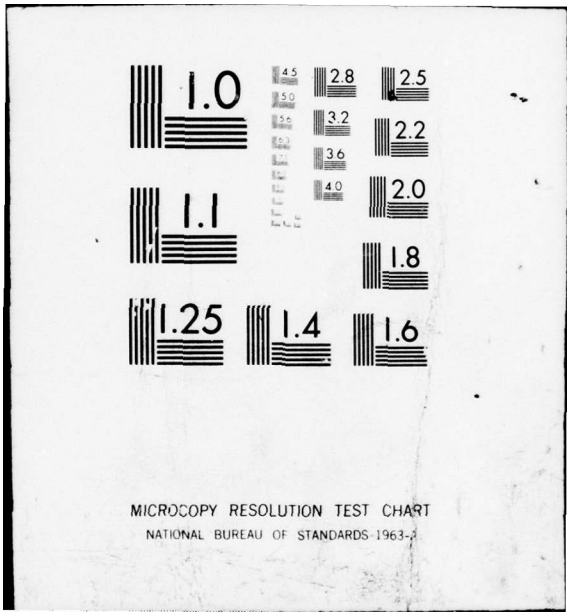
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OCCUPATIONAL SURVEY REPORT

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TECHNICAL TRAINING INSTRUCTOR

T-PREFIX, ALL AFSCs

AFPT 90-000-331

DECEMBER 1978

OCCUPATIONAL SURVEY BRANCH
USAF OCCUPATIONAL MEASUREMENT CENTER
RANDOLPH AFB TEXAS 78148

APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED

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PREFACE

This report presents the results of a detailed Air Force Occupational Survey of Technical Training Instructors (T-Prefix, all AFSCs). This project was directed by USAF Program Technical Training, Volume 2, dated October 1976. Authority for conducting occupational surveys is contained in AFR 35-2. Computer outputs from which this report was produced are available for use by operating and training officials.

The occupational survey program within the Air Force has been in existence since 1956 when initial research was undertaken by the Air Force Human Resources Laboratory to develop the methodology for conducting occupational surveys. By 1967, an operational survey program was established within Air Training Command and surveys were produced annually on 12 enlisted ladders. The program was expanded in 1972 to annually produce occupational surveys on 51 career ladders.

The survey instrument was developed by Captain Loretta Lee, Inventory Development Specialist. Captain Elena J. Weber analyzed the survey data and wrote the final report. This report has been reviewed and approved by Lieutenant Colonel Jimmy L. Mitchell, Chief, Airman Career Ladders Analysis Section, Occupational Survey Branch, USAF Occupational Measurement Center, Randolph AFB, Texas 78148.

Computer programs for analyzing the occupational data were designed by Dr. Raymond E. Christal, Occupational and Manpower Research Division, Air Force Human Resources Laboratory (AFHRL) and were written by the Project Analysis and Programming Branch, Computational Sciences Division, AFHRL.

Copies of this report are available to air staff sections, major commands, and other interested training and management personnel upon request to the USAF Occupational Measurement Center, attention of the Chief, Occupational Survey Branch (OMY), Randolph AFB, Texas 78148.

This report has been reviewed and is approved.

BILLY C. McMASTER, Col, USAF
Commander
USAF Occupational Measurement Center

WALTER E. DRISKILL, Ph.D.
Chief, Occupational Survey Branch
USAF Occupational Measurement Center

SUMMARY OF RESULTS

1. Survey Coverage: The technical training instructor job inventory was administered during the period of November 1977 through April 1978. A total of 1,880 enlisted personnel and 477 officers were included in the sample. This represents 31 percent of assigned T-prefix enlisted members and 54 percent of assigned T-prefix officer personnel.

2. Specialty Structure: Ninety-four percent of the survey respondents comprised three major job categories and ten independent job groups. One major category whose job centered around conducting formal instruction constituted 79 percent of the total sample. A group of management and supervisory personnel, whose job centers around a common core of supervisory tasks, and a group of curriculum development personnel, who are mainly responsible for the development and writing of training material, were also identified. The ten independent job groups which were identified performed a variety of unique duties which involved instructional support functions.

3. Special Group Analyses: No major differences were noted between the job of officers and enlisted instructors. In addition, no differences were found between instructor experience groups, instructional design groups, or training unit groups.

4. Comparison of Job Satisfaction Indices: Job interest and perceived utilization of talents and training were compared between the 1971 and 1978 studies and across the job groups identified in the specialty structure. Job satisfaction does not appear to have changed since 1971 with a large percentage of individuals in both studies finding their job interesting and perceiving their talents and training as being used fairly well or better. Of the various job groups identified in the specialty structure, the majority of members found their job interesting and perceived their talents and training as being used fairly well or better. Potential problems exist with individuals whose job centers entirely around self-pacing instruction, test and measurement or instructional support duties.

OCCUPATIONAL SURVEY REPORT
TECHNICAL TRAINING INSTRUCTOR
(T-PREFIX, ALL AFSCs)

INTRODUCTION

This is a report of an occupational survey of Technical Training Instructors (T-Prefix, all AFSCs) which was completed by the Occupational Survey Branch, USAF Occupational Measurement Center in December 1978. The current use of the T-prefix for technical training instructors was established in 1965. The T-prefix identifies airmen and officers who are qualified to serve in or are serving in positions requiring technical training instructor qualifications. The prefix is affixed to the duty AFSC on assignment of airmen and officers to authorized prefix "T" positions.

A previous occupational survey of Technical Training Instructors was published in March 1971. The survey instrument, USAF Job Inventory AFPT 90-000-041, consisted of 380 tasks grouped under 12 duty headings and a background information section of 84 history variables. The inventory was administered in 1970 to 4,036 respondents holding the T-Prefix or approximately 31 percent of the total T-Prefix manning. The 1971 occupational survey report was a two volume report; Volume I discussed job descriptions based on assignment data and Volume II discussed job type descriptions.

Since the 1971 survey, an instructional methodology change and a classification change have occurred. Self-paced or programmed instruction has been introduced and is being used by instructors as an alternate instructional technique. The classification change occurred on 31 October 1978. As of this date, career development course (CDC) writers are no longer authorized the prefix "T" but rather are identified by a special experience identifier (SEI).

The current project was requested to update the previous occupational survey data for technical training instructors. Specifically, the survey data are required to update training programs for instructors and to look at the differences between jobs of instructors assigned to various instructional systems. The current report basically addresses four areas: 1) development and administration of the survey instrument; 2) the specialty structure for technical training instructors; 3) comparison of special groups formed by one or a combination of background variables such as instructional design groups; and 4) comparison of job satisfaction indices between the 1971 and current project and between job categories.

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SURVEY METHODOLOGY

The data collection instrument for this occupational survey was USAF Job Inventory AFPT 90-000-331. The task list from the 1971 study served as the starting point for the development of the current job inventory. The previous task list and background items were reviewed and revised through a comprehensive research of publications and directives, and through interviews with training and classification personnel. Personal interviews were conducted with 28 subject matter specialists at Chanute, Keesler, Lackland, and Sheppard AFBs.

The tentative inventory was reviewed by 80 subject matter specialists at 47 operating locations throughout the world and their comments were used to finalize drafts and develop a final inventory booklet. The final inventory consisted of 380 task statements grouped under 13 duty headings and a background section which included information about each respondent such as grade, TAFMS, duty title, and job interest.

Survey Administration

During the period November 1977 through April 1978, consolidated base personnel offices in operational units worldwide administered the job inventory to officer and enlisted personnel holding the T-Prefix. Members completing the job inventory were required to have held the T-Prefix at least six weeks and to have been in their present job at least eight weeks.

Each individual who completed the inventory first completed an identification and biographical information section and then checked each task performed in their current job. After checking all tasks performed, each member then rated each of these tasks on a nine-point scale showing relative time spent on that task as compared to all other tasks checked. These ratings ranged from one (very small amount time spent) through five (about average time spent) to nine (very large amount time spent).

Survey Sample

Table 1 reflects the percentage distribution, by technical training site, of assigned officer and enlisted personnel holding the T-Prefix. Also reflected is the distribution, by technical training site, of respondents in the final survey sample. The officer sample of 477 respondents represents 54 percent of all officers serving in positions requiring the T-Prefix. For the officer sample, each technical training site is considered to be adequately represented except for Chanute AFB from which there were no officer responses. The 1,880 enlisted respondents represent 31 percent of all enlisted members assigned to T-Prefix positions. This is considered to be an adequate sample of the enlisted personnel assigned to each of the technical training sites.

Career field distribution for the officer and enlisted samples is reflected in Tables 2 and 3 respectively. Both samples contain personnel in operational and support career fields. Additional background information, such as MAJCOM distribution and total years of instructor experience, is presented in Appendix A for the officer (Table I) and enlisted (Table II) samples.

TABLE 1

REPRESENTATION OF SURVEY SAMPLE BY TECHNICAL TRAINING SITE

TECHNICAL TRAINING SITE	OFFICERS		ENLISTED	
	PERCENT OF ASSIGNED	PERCENT OF SAMPLE	PERCENT OF ASSIGNED	PERCENT OF SAMPLE
CHANUTE AFB	4	*	17	16
KEESLER AFB	14	12	19	23
LACKLAND AFB	2	4	9	8
LOWRY AFB	8	11	17	15
SHEPPARD AFB	11	16	15	15
UNDERGRADUATE PILOT TRAINING (UPT)	10	12	0	0
UNDERGRADUATE NAVIGATOR TRAINING (UNT)	26	34	0	0
OTHER LOCATIONS	25	11	23	23
TOTAL	100	100	100	100

TOTAL OFFICERS ASSIGNED - 889
TOTAL OFFICERS SAMPLED - 477
PERCENT OF OFFICERS SAMPLED - 54%

TOTAL ENLISTED ASSIGNED - 6,116
TOTAL ENLISTED SAMPLED - 1,880
PERCENT OF ENLISTED SAMPLED - 31%

SAMPLE N=2,357

* NO BOOKLETS WERE RETURNED FROM CHANUTE FOR OFFICER SAMPLE

TABLE 2

CAREER FIELD DISTRIBUTION OF OFFICER SURVEY SAMPLE

CAREER FIELD	NUMBER SURVEYED	PERCENT OF OFFICER SAMPLE
DISASTER PREPAREDNESS (05XX)	1	-*
PILOT (10XX, 11XX, 12XX, 13XX, 14XX)	60	13
NAVIGATOR (15XX, 22XX)	155	32
AIR TRAFFIC CONTROL (16XX)	5	1
AIR WEAPONS DIRECTOR (17XX)	22	5
MISSILE OPERATIONS (18XX)	4	1
SPACE SYSTEMS (20XX)	6	1
WEATHER (25XX)	10	2
COMMUNICATIONS-ELECTRONICS (30XX)	19	4
MISSILE MAINTENANCE (31XX)	2	-
AIRCRAFT MAINTENANCE AND MUNITIONS (40XX)	22	5
COMPUTER TECHNOLOGY (51XX)	36	8
TRANSPORTATION (60XX)	4	1
SUPPLY SERVICES (62XX)	1	-
SUPPLY MANAGEMENT (64XX)	3	1
PROCUREMENT MANAGEMENT (65XX)	10	2
FINANCIAL (67XX)	6	1
MANAGEMENT ANALYSIS (69XX)	1	-
ADMINISTRATION (70XX)	4	1
PERSONNEL (73XX)	11	2
EDUCATION AND TRAINING (75XX)	2	-
INTELLIGENCE (80XX)	25	5
SECURITY POLICE (81XX)	6	1
HEALTH SERVICES MANAGEMENT (90XX)	5	1
BIOMEDICAL SCIENCES (91XX, 92XX)	11	2
PHYSICIAN (93XX, 94XX, 95XX)	9	2
NURSE (97XX)	16	3
DENTAL (98XX)	7	1
SPECIAL DUTY IDENTIFIERS	4	1
NOT REPORTED	10	2
	477	100%

* DASH (-) INDICATES LESS THAN 1 PERCENT

TABLE 3

CAREER FIELD REPRESENTATION OF ENLISTED SURVEY SAMPLE

CAREER FIELD	NUMBER SURVEYED	PERCENT OF ENLISTED SAMPLE
FIRST SERGEANT (10XXX)	3	-*
AIRCREW OPERATIONS (11XXX)	7	-
INTELLIGENCE (20XXX)	21	1
AUDIO VISUAL (23XXX)	14	1
SAFETY (24XXX)	7	-
WEATHER (25XXX)	7	-
COMMAND CONTROL SYSTEMS OPERATIONS (27XXX)	68	4
COMMUNICATIONS OPERATIONS (29XXX)	13	1
COMMUNICATIONS-ELECTRONICS SYSTEMS (30XXX)	243	13
MISSILE ELECTRONIC MAINTENANCE (31XXX)	59	3
AVIONIC SYSTEMS (32XXX)	372	20
TRAINING DEVICES (34XXX)	17	1
WIRE COMMUNICATIONS SYSTEMS MAINTENANCE (36XXX)	36	2
MAINTENANCE MANAGEMENT SYSTEMS (39XXX)	16	1
INTRICATE EQUIPMENT MAINTENANCE (40XXX)	4	-
AIRCRAFT SYSTEMS MAINTENANCE (42XXX)	191	10
AIRCRAFT MAINTENANCE (43XXX)	209	11
MISSILE MAINTENANCE (44XXX)	12	1
MUNITIONS AND WEAPONS MAINTENANCE (46XXX)	54	3
VEHICLE MAINTENANCE (47XXX)	14	1
COMPUTER SYSTEMS (51XXX)	27	1
MECHANICAL/ELECTRICAL (54XXX)	37	2
STRUCTURAL/PAVEMENTS (55XXX)	17	1
SANITATION (56XXX)	4	-
FIRE PROTECTION (57XXX)	40	2
TRANSPORTATION (60XXX)	18	1
SERVICES (61XXX)	1	-
FOOD SERVICES (62XXX)	2	-
FUELS (63XXX)	11	1
SUPPLY (64XXX)	31	2
PROCUREMENT (65XXX)	4	-
LOGISTICS PLANS (66XXX)	1	-
ACCOUNTING AND FINANCE, AND AUDITING (67XXX)	11	1
MANAGEMENT ANALYSIS (69XXX)	1	-
ADMINISTRATION (70XXX)	36	2
PRINTING (71XXX)	1	-
PERSONNEL (73XXX)	23	1
MORALE, WELFARE AND RECREATION (74XXX)	9	1
EDUCATION AND TRAINING (75XXX)	63	3
SECURITY POLICE (81XXX)	101	5
MEDICAL (90XXX, 91XXX)	40	2
AIRCREW PROTECTION (92XXX)	4	-
DENTAL (98XXX)	12	1
SPECIAL DUTY IDENTIFIERS	19	1
	1,880	100%

* DASH (-) INDICATES LESS THAN 1 PERCENT

SPECIALTY STRUCTURE

An essential part of the USAF Occupational Analysis Program is the examination of the specialty in terms of the actual structure of the jobs; what people are doing in the field, rather than how official documents say they are organized. This analysis is made possible by the Comprehensive Occupational Data Analysis Programs (CODAP). CODAP consists of more than 40 programs which can be used to generate a number of statistical products for the analysis of the specialty. The primary product used in the analysis is a clustering of all jobs based on the similarity of tasks performed and relative time spent. This process permits identification of the major types of work being performed in the specialty and is analyzed in terms of the job description and background data of each type of job. This information is then used to examine the accuracy and completeness of present specialty documents and to formulate an understanding of current utilization patterns.

Structure Overview

Based on task similarity and relative present time spent, the best division of the jobs performed by technical training instructors is illustrated in Figure 1. The three major job categories with their related subcategories and the ten independent job groups which constitute the specialty structure are listed below. (The GRP number shown beside each title is a coding reference to computer printed information included for use by classification and training officials in the EXTRACT package).

I. Technical Training Instructors (GRP125, N=1,873)

II. Management and Supervisory Personnel (GRP083, N=158)

a. Course Managers (GRP309, N=43)

b. Instructor Supervisors (GRP277, N=53)

c. In-Service Training Coordinators (GRP294, N=6)

d. Field Training Detachment (FTD) Support Supervisors (GRP238, N=6)

e. Undergraduate Navigator Training (UNT) Flight Commanders (GRP318, N=13)

f. On-the-Job Training (OJT) Coordinators (GRP147, N=5)

g. Undergraduate Pilot Training (UPT) Academic Training Chiefs (GRP127, N=6)

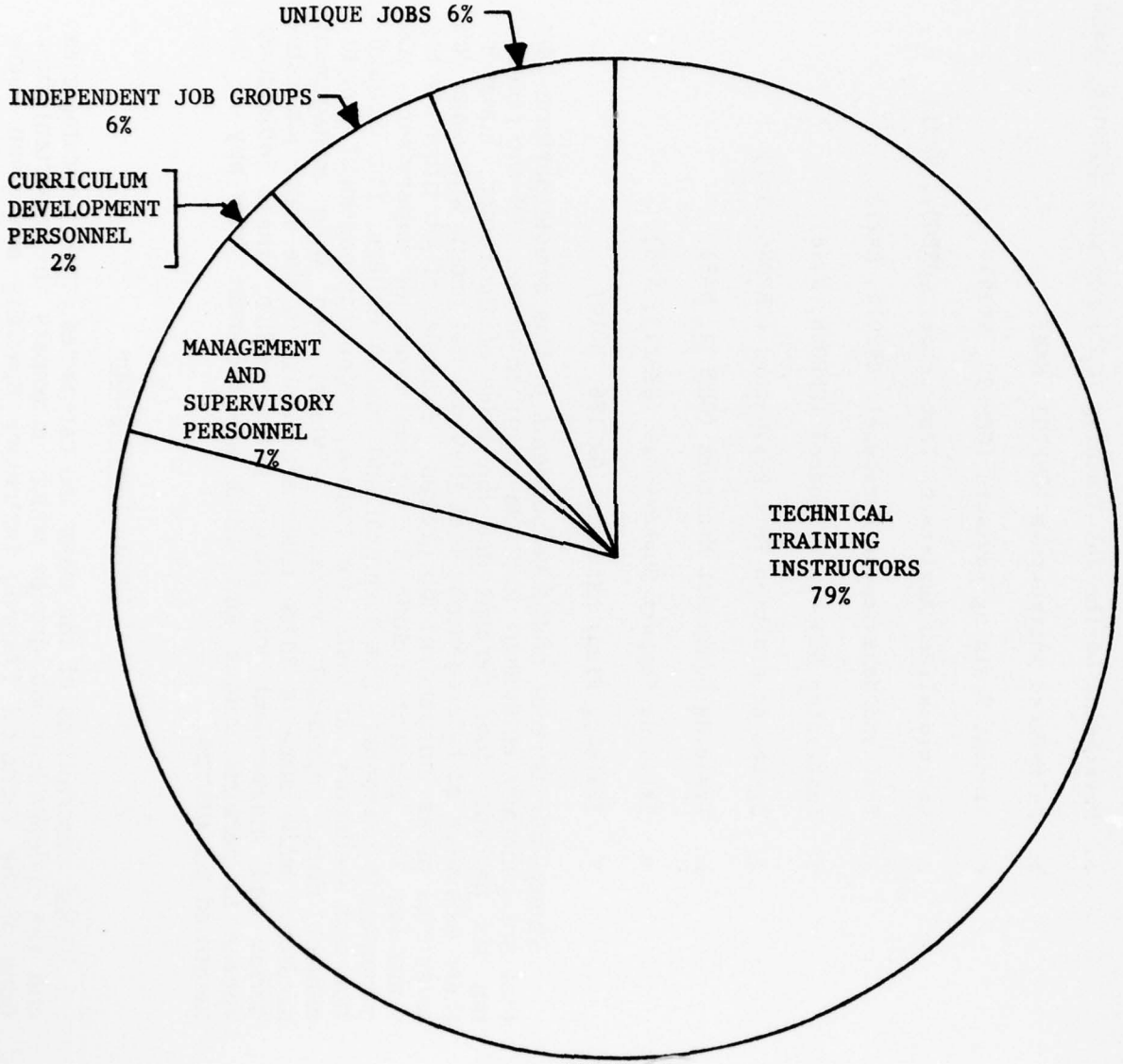

FIGURE 1

DISTRIBUTION OF RESPONDENTS BY JOB CATEGORY
T-PREFIX

III. Curriculum Development Personnel (GRP082, N=51)

a. Curriculum Development Managers (GRP430, N=20)

b. Career Development Course (CDC) Writers (GRP625, N=12)

IV. Independent Job Groups

a. Detachment On-the-Job Training (OJT) Advisors (GRP194, N=24)

b. Self-Paced Instructors (GRP107, N=8)

c. Student Training Advisors (GRP092, N=15)

d. Individualized Assistance Instructors (GRP091, N=31)

e. Test and Measurement Personnel (GRP076, N=21)

f. Instructor Support Personnel (GRP066, N=18)

g. System Acquisition Test Evaluators (GRP086, N=7)

h. Training Equipment Monitors (GRP542, N=5)

i. Training Support Supervisors (GRP213, N=8)

j. Training Plans Managers (GRP186, N=10)

Ninety-four percent of the respondents in this sample perform jobs that are generally equivalent to those identified above. Of the remaining six percent, four percent had job titles of instructor; however, their jobs were so heterogeneous that they did not group with major job categories or as independent job groups. Examples of job titles for the remaining two percent include 24 various types of supervisory and management personnel, five technical and course writers, four acquisition test evaluators, an instructor trainee, training management analyst, subject matter specialist, resource advisor, and wing management monitor. While some of these titles are similar to the major job categories and independent job groups listed earlier, these individuals appear to perform unique jobs which are different from any of the identified job groups.

Group Descriptions

Brief descriptions of the major job categories, their subcategories, and the independent job groups which encompass the important functions of the Technical Training Instructor Specialty are given below. (A detailed description of distinguishing tasks and common background characteristics for each group is presented in Appendix A.)

I. Technical Training Instructors (GRP125). This group (N=1,873) comprises 79 percent of the total sample and is the largest job category identified in the analysis. Eighty percent of the members are enlisted personnel, with the remaining 20 percent being officers. Of the group members, 65 percent indicated that they spend 26 or more hours a week instructing. The group as a whole is very homogeneous, spending 46 percent of their time preparing for and conducting formal instruction. Common tasks include presenting lectures or demonstration lessons, monitoring performance, administering written tests or performance evaluations, and arranging classrooms. An additional 27 percent of their time is spent on supervisory tasks such as counseling students, and on tasks related to developing, reviewing, and preparing various kinds of training materials. Eighty-four percent of this group find their job interesting. Talents are perceived as being utilized fairly well or better by 87 percent of the group members and training is perceived as been well used by 89 percent.

Within this large group, two types of instructors were identified. Both types conduct formal instruction which includes the types of tasks described above. The two types differ in that one is more diversified and the other is more specialized. The specialized group of instructors (GRP131) had very homogeneous jobs in that they reported performing an average of 45 tasks. Their job consists primarily of preparing for and conducting formal instruction. The other instructor group (GRP141) averaged 122 tasks and have a much more diversified job; in addition to conducting formal instruction, they also write instructional materials, review lesson plans, and develop plans of instruction (POIs).

II. Management and Supervisory Personnel (GRP083). Seven percent of the survey respondents (N=158) grouped together in this job category. Twenty-four percent of the group are officers. The remaining 76 percent are enlisted members who have an average grade of 6.9. Of the group members, 93 percent indicated that they supervise one or more individuals. The job performed by these members is very diversified and includes such tasks as evaluating the teaching effectiveness of instructors, counseling subordinates or students, assigning personnel to duty positions, drafting correspondence, and coordinating various activities. Eighty-seven percent or more of the individuals in this group feel that their talents and training are being used fairly well or better and 85 percent find their job interesting.

Differences between the seven subcategories identified within this group exist mainly in the level of supervision or management. Course managers (GRP309) and FTD support supervisors (GRP238) are groups composed of officers and enlisted personnel. The course managers' job includes evaluating and coordinating various actions plus reviewing training materials. FTD support supervisors spend most of their time coordinating training and support activities in addition to supervising subordinates. UNT flight commanders (GRP318) and UPT academic training chiefs (GRP127) are groups composed entirely of officers. UNT flight commanders conduct formal instruction as well as perform

supervisory tasks. UPT academic training chiefs in addition to performing supervisory tasks also coordinate, review, and evaluate instructional materials. The remaining three subcategories are composed entirely of enlisted personnel. Instructor supervisors (GRP277) mainly perform supervisory tasks such as counseling, drafting APRs, and preparing instructor evaluation checklist forms. In-service training coordinators (GRP294) schedule and coordinate in-service training, construct test items, and prepare or maintain instructor proficiency record forms. OJT coordinators (GRP147) primarily concentrate on tasks related to on-the-job training such as reviewing OJT records or reports, monitoring OJT progression, coordinating OJT requirements, and developing OJT programs.

III. Curriculum Development Personnel (GRP082). This group of 51 individuals constitutes two percent of the total sample and is composed entirely of enlisted personnel. Members of this group spend approximately 54 percent of their time preparing, reviewing, and developing training documents and materials. An additional 24 percent of their time is spent performing administrative functions and coordinating training actions. Seventy percent of the group find their job interesting and 90 percent feel that their talents and training are being utilized fairly well or better.

Two basic subcategories were identified; curriculum managers (GRP430) and career development course writers (GRP625). Both groups develop career development courses, POIs, course charts, and STSs. The curriculum managers, however, are more diversified, spending less time on these tasks while also performing other tasks such as revising course control documents, evaluating instructional materials, and maintaining official files of training materials. Career development course writers concentrate their time on writing, preparing, and proofreading training materials.

IV. Independent Job Groups. The ten independent job groups identified comprise six percent of the total sample. Brief descriptions of each are given below.

a. Detachment OJT Advisors (GRP149). Ninety-six percent of the 24 enlisted members of this group indicated that they were assigned to field training detachments. Twenty-two of the 24 group members hold a 75172 DAFSC. The job performed by these individuals consists of briefing personnel on the preparation of job proficiency guides, providing technical assistance on OJT training, planning OJT advisory services training, and evaluating OJT plans or programs. Group members also present lectures, arrange classrooms, and perform other tasks related to conducting or preparing for formal instruction. Ninety-two percent find their job interesting, the highest percentage of any of the job groups identified in the analysis. Talents and training are perceived as being fairly well utilized by 96 percent of the members, also the highest percentage of any of the job groups.

b. Self-Paced Instructors (GRP107). Comprised entirely of enlisted personnel assigned to a self-pacing instructional design, the members of this group perform an average of 37 tasks. Their job consists primarily of conducting self-paced courses, counseling students, checking attendance records, and providing individualized assistance. Only 50 percent of these members felt their job was interesting and that their talents were well utilized.

c. Student Training Advisors (GRP092). The 15 enlisted members of this group perform an average of 25 tasks. These members spend their time supervising and assigning details, conducting personnel inspections, supervising roll call, and monitoring performance.

d. Individualized Assistance Instructors (GRP091). Thirty-two percent of the officers and enlisted personnel in this group indicated that they spent 18 or more hours a week providing individualized assistance. An additional 29 percent of the members indicated that they conduct 6 to 12 hours of individualized assistance a week. In addition to providing individualized assistance, these members also monitor performance, counsel students, and evaluate students participating in individualized study programs.

e. Test and Measurement Personnel (GRP076). Consisting of both officers and enlisted personnel, the 21 members of this group perform an average of only 20 tasks. These individuals administer written tests and performance evaluations, post examination scores, score examinations, and recommend students for washback, disenrollment or proficiency advancement.

f. Instructor Support Personnel (GRP066). These 18 officer and enlisted members spend their time preparing for formal instruction. Their job includes arranging classrooms, inventorying instructional equipment, and gathering study materials, training aids, or class rosters.

g. System Acquisition Test Evaluators (GRP086). Five of the seven individuals of this group are enlisted members assigned to the 3306 Test Evaluation Squadron at Edwards AFB. The other two individuals in this group are assigned to technical training schools. Included in their job are tasks such as establishing instructional sequence, media or methods, coordinating the development or validation of instructional system development projects, developing and personalizing lesson plans, and writing instructional materials.

h. Training Equipment Monitors (GRP542). The members of this group are all enlisted personnel who have an average grade of 7.2. Common tasks for the five members of this group include establishing, coordinating, and evaluating equipment and training aids support requirements, coordinating the development of training devices, maintaining case files on equipment, and reviewing trainer proposals.

i. Training Support Supervisors (GRP213). Seventy-five percent of the eight officers and enlisted personnel of this group indicated that they supervise one or more individuals. These members perform an average of 79 task which include supervisory tasks such as evaluating the work of individuals, scheduling workload or duty hours, and interpreting policies or directives. In addition, their job includes maintaining stocks of office supplies, issuing supplies or equipment, inventorying office equipment and training equipment, and planning facility maintenance requirements.

j. Training Plans Managers (GRP186). The 10 officers and enlisted members of this group do not spend any time per week instructing. Their duties mainly involve coordinating, planning, organizing, and evaluating training and support activities. They also spend some time directing and supervising training activities and personnel along with performing administrative functions. Common tasks include coordinating administrative matters, training requests, travel team support, and field training detachment support. These individuals also develop training plans, schedule class entries, and plan special or contract training requirements.

Summary

Results of the analysis reflected one large homogeneous group of technical training instructors whose job centers around conducting formal instruction; a group of management and supervisory personnel who in addition to performing a common core of supervising tasks, have a variety of other responsibilities; and curriculum development personnel who are mainly responsible for the development and writing of training materials. Ten smaller independent job groups were also identified. These jobs are unique and involve primarily support functions for instructors such as training equipment support, training plans and OJT advisory services. Selected background data for the major job categories and independent job groups are presented in Table 4.

TABLE 4

SELECTED BACKGROUND DATA FOR JOB CATEGORIES AND INDEPENDENT JOB GROUPS

	TECHNICAL TRAINING INSTRUCTORS	MANAGEMENT AND SUPERVISORY PERSONNEL	CURRICULUM DEVELOPMENT PERSONNEL	DETACHMENT OJT ADVISORS	SELF-PACED INSTRUCTORS	STUDENT TRAINING ADVISORS
NUMBER IN GROUP:	1,873	158	51	24	8	15
PERCENT OF TOTAL SAMPLE:	79%	7%	2%	1%	-*	1%
PERCENT OF GROUP OFFICERS:	20%	24%	0%	0%	0%	0%
PERCENT OF GROUP ENLISTED:	80%	76%	100%	100%	100%	100%
AVERAGE OFFICER GRADE:	3.0	3.5	NA	NA	NA	NA
AVERAGE ENLISTED GRADE:	5.4	6.9	6.9	6.0	5.3	5.1
PERCENT SUPERVISING:	26%	93%	8%	4%	13%	13%
AVERAGE NUMBER OF TASKS:	75	77	58	57	37	25
NUMBER OF YEARS INSTRUCTOR EXPERIENCE:						
LESS THAN 1 YEAR	16%	7%	19%	29%	0%	33%
1-2 YEARS	24%	11%	14%	17%	50%	27%
2-3 YEARS	24%	17%	20%	13%	38%	7%
3-4 YEARS	12%	14%	10%	0%	12%	13%
4 YEARS PLUS	24%	51%	37%	41%	0%	20%
NUMBER OF HOURS PER WEEK SPENT INSTRUCTING:						
NONE	4%	40%	94%	4%	0%	0%
1-10 HOURS	13%	45%	6%	4%	0%	13%
11-20 HOURS	11%	10%	0%	4%	25%	7%
21-25 HOURS	7%	1%	0%	38%	0%	0%
26-30 HOURS	40%	2%	0%	38%	63%	47%
31-35 HOURS	13%	1%	0%	12%	0%	13%
36 OR MORE HOURS	12%	1%	0%	0%	12%	20%

*DASH (-) INDICATES LESS THAN ONE PERCENT

TABLE 4 (CONTINUED)

SELECTED BACKGROUND DATA FOR JOB CATEGORIES AND INDEPENDENT JOB GROUPS

	INDIVIDUALIZED ASSISTANCE INSTRUCTORS	TEST AND MEASUREMENT PERSONNEL	INSTRUCTOR SUPPORT PERSONNEL	SYSTEM ACQUISITION TEST EVALUATORS	TRAINING EQUIPMENT MONITORS	TRAINING SUPPORT SUPERVISORS	TRAINING PLANS MANAGERS
NUMBER IN GROUP:	31	21	18	7	5	8	10
PERCENT OF TOTAL SAMPLE:	1%	1%	1%	-*	-*	-*	-*
PERCENT OF GROUP OFFICERS:	26%	29%	17%	14%	0%	25%	10%
PERCENT OF GROUP ENLISTED:	74%	71%	83%	86%	100%	75%	90%
AVERAGE OFFICER GRADE:	3.0	3.0	3.0	3.0	NA	3.0	3.0
AVERAGE ENLISTED GRADE:	4.5	5.2	4.5	6.2	7.2	6.5	7.6
PERCENT SUPERVISING:	10%	5%	6%	14%	0%	75%	20%
AVERAGE NUMBER OF TASKS:	22	20	17	43	52	79	79
NUMBER OF YEARS INSTRUCTOR EXPERIENCE:							
LESS THAN 1 YEAR	45%	48%	22%	14%	0%	25%	0%
1-2 YEARS	23%	5%	50%	0%	20%	25%	0%
2-3 YEARS	16%	33%	6%	29%	20%	0%	40%
3-4 YEARS	13%	0%	11%	0%	0%	12%	0%
4 YEARS PLUS	3%	14%	11%	57%	60%	38%	60%
NUMBER OF HOURS PER WEEK SPENT INSTRUCTING:							
NONE	6%	10%	11%	72%	80%	75%	100%
1-10 HOURS	3%	14%	16%	14%	20%	25%	0%
11-12 HOURS	10%	19%	6%	0%	0%	0%	0%
21-25 HOURS	3%	5%	6%	0%	0%	0%	0%
26-30 HOURS	29%	28%	17%	14%	0%	0%	0%
31-35 HOURS	26%	0%	22%	0%	0%	0%	0%
36 OR MORE HOURS	23%	24%	22%	0%	0%	0%	0%

* DASH (-) INDICATES LESS THAN 1 PERCENT

ANALYSIS OF SPECIAL GROUPS

In conjunction with examining the jobs performed by members of the specialty, special group analyses are also performed. These special groups are formed around one or a combination of background variables such as base of assignment or grade. A composite job description of the duties and tasks performed by respondents possessing the designated background variables is obtained and comparisons can then be made between groups who vary on these designated valuables. This analysis allows for the identification of differences and similarities between jobs of respondents based on changes in one or more background variables. Below is a brief discussion of each of the following special group analyses: 1) officer and enlisted samples; 2) instructor experiences groups; 3) instructional design groups; and (4) training unit groups. In addition, Appendix B contains tables listing representative tasks performed for each of these special analyses.

Comparison of Officer and Enlisted Samples

T-Prefix officer and enlisted members were found to perform basically the same job with only minor differences noted. Of the 380 tasks in the inventory, 25 tasks account for the majority of the job for both officer and enlisted personnel (See Table I in Appendix B). Generally, the job of both officer and enlisted T-prefix members centers around conducting formal instruction. Tasks performed include presenting lectures, administering tests and performance evaluations, and monitoring performance. Their job also includes instructional support activities such as arranging classrooms, gathering instructional materials, counseling students, and developing, personalizing or reviewing lesson plans. In general, a higher percentage of officers perform general supervisory tasks such as attend staff meetings, coordinate administrative matters, and draft correspondence. There were no tasks found which were performed by a higher percentage of enlisted members.

The high degree of similarity between the job of officers and enlisted T-Prefix members is supported by the specialty structure. Eighty percent of the officers and 79 percent of enlisted members grouped together in the technical training instructor job category. Only two specialized jobs, UNT flight commanders and UPT academic training chiefs, were performed only by officers. Jobs performed only by enlisted members were curriculum development personnel, detachment OJT advisors, self-paced instructors, student training advisors, and training equipment monitors. In addition, three specialized subcategories of management and supervisory jobs were performed by enlisted personnel. These include in-service training coordinators, OJT coordinators, and instructor supervisors.

Comparison of Instructor Experience Groups

Comparisons were made between T-Prefix members who had less than 1 year, 1 to 2 years, 2 to 3 years, 3 to 4 years, and 4 or more years of instructor experience. Only small differences were noted between the job of these five groups. A larger percentage of members with four or more years of instructor experience were performing tasks such as reviewing course control documents or lesson plans plus tasks related to supervisory duties. These tasks, on the other hand, were not performed by a high percentage of members with less than 1 year or with 1 to 2 years of instructor experience. Generally the job of an instructor, no matter how many years of experience, is the same and centers around conducting formal instruction. (See Table II in Appendix B).

Comparisons of Instructional Design Groups

Six instructional design groups were compared: group lock step, group pacing, modular scheduling, multiple track, self-pacing, and a combination of designs group. Sixty percent of the total sample indicated that they were assigned to a group lock step instructional design, 20 percent to a combination of designs, and the remaining 20 percent were assigned to one of the four other designs. Once again, the job of each of these groups centers around conducting formal instruction. Variations between groups occur only on percent members performing tasks and not on the actual tasks performed (See Table III in Appendix B). The largest variation noted in percent members performing tasks was for the self-pacing instructional design. A larger percentage of these members conduct self-paced courses than the members assigned to other designs. However, fewer individuals assigned to this design perform such tasks as presenting lectures or demonstration lessons, developing, personalizing or reviewing lesson plans, and gathering training aids.

Comparison of Training Unit Groups

Comparisons were made between the job of individuals assigned to seven different training units: basic military school, field training detachment, operating location, professional military education course, technical training center, school of health care sciences, and school of applied cryptologic sciences. Difference between each of these training unit groups were small with variations occuring only on percent members performing tasks and not on the tasks which were performed. (See Table IV in Appendix B). In general, the job for each of these groups centers around performing tasks related to preparing for and conducting formal instruction.

Summary

None of the special analyses showed major differences between the jobs of the groups which were compared. Only small variations between percent members performing tasks were noted. No difference between the tasks performed could be identified.

COMPARISON OF JOB SATISFACTION INDICES

Three indices in the job inventory were used to collect and compare data concerning job satisfaction for technical training instructors. The first is perceived job interest. Here the respondent is asked to rate how interesting he or she perceives his or her job on a seven point scale ranging from extremely dull to extremely interesting. The two other indices are perceived utilization of talents and training. A seven point scale which ranges from not at all to perfectly is used for each of these indices. Data collected on the three indices were compared between the 1971 and 1978 surveys and also across the job groups identified in the SPECIALTY STRUCTURE ANALYSIS.

In Table 5, data on job satisfaction indices are presented for the 1971 and 1978 studies in terms of the total, officer, and enlisted samples. Job interest between the two surveys is the same with over 80 percent of respondents in both of the surveys finding their job interesting. Since the form of inventory items regarding utilization of talents and training differed between the two surveys, conclusions for that data is open for interpretation. Perceived utilization of training and talents from the 1971 to the 1978 study appears to have remained the same. The overall conclusion appears to be that job satisfaction has not changed since 1971 with a large percentage of members in both surveys finding their job interesting and perceiving their talents and training as being utilized fairly well or better.

Large variations were noted on the job satisfaction indices for the job groups identified in the SPECIALTY STRUCTURE ANALYSIS. Table 6 presents data on the three job satisfaction indices for the job groups. Compared to all of the job groups, detachment OJT advisors have the highest job interest with 92 percent of the group members finding their job interesting. Job interest is also high for members in the technical training instructor, management and supervisory personnel, individualized assistance instructors, system acquisition test evaluators, and training support supervisors job groups. Over 80 percent of the members in each of these five groups found their job interesting. Low job interest is indicated for each of the remaining seven job groups. The groups with the lowest expressed job interest were self-paced instructors and instructor support personnel with only 50 percent of the members in each of these two groups finding their job interesting. Members in the test and measurement personnel job group also had low job interest with only 52 percent of these individuals finding their job interesting.

Of the 13 job groups identified, 80 percent or more of the members of eight groups perceived their talents as being used fairly well or better. Sixty-two percent or less of the members in the self-paced instructor, test and measurement personnel, and instructor support personnel job groups felt that their talents were being used fairly well or better. As to utilization of training, the majority of members in each of the job groups felt that their training was being utilized fairly

well or better. The group which was the lowest on this indice was test and measurement personnel with only 62 percent of the members feeling that their talents and training were well utilized.

In summary, the majority of members in the various job groups find their job interesting and perceive their talents and training as being used fairly well or better. Potential problems exist with individuals working in jobs which center entirely around self-pacing instruction, test and measurement or instructional support duties.

TABLE 5

COMPARISON OF 1978 AND 1971 JOB SATISFACTION INDICES
(PERCENT MEMBERS RESPONDING)

	1978			1971		
	TOTAL SAMPLE	OFFICERS	ENLISTED	TOTAL SAMPLE	OFFICERS	ENLISTED
EXPRESSED JOB INTEREST:						
DULL	7	7	7	8	10	8
SO-SO	8	6	9	6	8	6
INTERESTING	82	84	82	86	82	86
NOT REPORTED	3	3	2	0	0	0
PERCEIVED UTILIZATION OF TALENTS:						
LITTLE OR NOT AT ALL	13	12	13	*	*	*
FAIRLY WELL TO VERY WELL	60	62	60	*	*	*
EXCELLENTLY OR PERFECTLY	26	24	26	*	*	*
NOT REPORTED	1	2	1	*	*	*
PERCEIVED UTILIZATION OF TRAINING:						
LITTLE OR NOT AT ALL	11	13	11	*	*	*
FAIRLY WELL TO VERY WELL	57	59	57	*	*	*
EXCELLENTLY OR PERFECTLY	31	27	31	*	*	*
NOT REPORTED	1	1	1	*	*	*
PERCEIVED UTILIZATION OF TALENTS AND TRAINING:						
LITTLE OR NOT AT ALL	**	**	**	10	17	9
FAIRLY WELL TO VERY WELL	**	**	**	58	61	58
EXCELLENTLY OR PERFECTLY	**	**	**	32	22	33

*TRAINING AND TALENT QUESTIONS WERE COMBINED IN 1971 SURVEY
**TRAINING/TALENT QUESTIONS WERE SEPERATED IN 1978 SURVEY

TABLE 6

COMPARISON OF JOB SATISFACTION INDICES BY JOB CATEGORY
(PERCENT MEMBERS RESPONDING)

	TECHNICAL TRAINING INSTRUCTORS	MANAGEMENT AND SUPERVISORY PERSONNEL	CURRICULUM DEVELOPMENT PERSONNEL	DETACHMENT OJT ADVISORS	SELF-PACED INSTRUCTORS	STUDENT TRAINING ADVISORS
EXPRESSED JOB INTEREST:						
DULL	6	7	6	4	38	20
SO-SO	8	6	10	0	12	13
INTERESTING	84	85	70	92	50	67
NOT REPORTED	2	2	14	4	0	0
PERCEIVED UTILIZATION OF TALENTS:						
LITTLE OR NOT AT ALL	12	10	10	0	50	27
FAIRLY WELL TO VERY WELL	61	60	61	38	38	60
EXCELLENTLY OR PERFECTLY	26	28	29	58	12	13
NOT REPORTED	1	2	0	4	0	0
PERCEIVED UTILIZATION OF TRAINING:						
LITTLE OR NOT AT ALL	10	11	10	4	25	20
FAIRLY WELL TO VERY WELL	58	59	51	33	50	53
EXCELLENTLY OR PERFECTLY	31	28	39	63	25	27
NOT REPORTED	1	2	0	0	0	0

TABLE 6 (CONTINUED)

COMPARISON OF JOB SATISFACTION INDICES BY JOB CATEGORY
(PERCENT MEMBERS RESPONDING)

	INDIVIDUALIZED ASSISTANCE INSTRUCTORS	TEST AND MEASUREMENT PERSONNEL	INSTRUCTOR SUPPORT PERSONNEL	SYSTEM ACQUISITION TEST EVALUATORS	TRAINING EQUIPMENT MONITORS	TRAINING SUPPORT SUPERVISORS	TRAINING PLANS MANAGERS
EXPRESSED JOB INTEREST:							
DULL	13	24	22	14	20	12	10
SO-SO	6	24	22	0	0	0	10
INTERESTING	81	52	50	86	60	88	70
NOT REPORTED	0	0	6	0	20	0	10
PERCEIVED UTILIZATION OF TALENTS:							
LITTLE OR NOT AT ALL	29	43	28	14	20	12	10
FAIRLY WELL TO VERY WELL	65	52	61	72	0	63	60
EXCELLENTLY OR PERFECTLY	6	5	11	14	80	25	30
NOT REPORTED	0	0	0	0	0	0	0
PERCEIVED UTILIZATION OF TRAINING:							
LITTLE OR NOT AT ALL	29	38	22	14	20	25	30
FAIRLY WELL TO VERY WELL	55	52	67	72	40	75	40
EXCELLENTLY OR PERFECTLY	16	10	11	14	40	0	30
NOT REPORTED	0	0	0	0	0	0	0

IMPLICATIONS

This project was requested to update previous occupational survey data for technical training instructors. Specifically, the survey data is required to update training programs for instructors and to look at the difference between jobs of instructors assigned to various instuctional designs. Results indicate that the job of technical training instructors is very homogeneous. The specialty structure showed the majority of the sample grouping together into one large job category. Their job centered around tasks relating to conducting formal instruction. Analysis of various special groups indicated no major differences. The job performed by officer and enlisted personnel is similar as is the job for individuals assigned to different instructional designs, training units and with various years of instructor experience. Once again these special analyses indicated that the job of instructors consists primarily of conducting formal instruction.

From the results of the analyses which were performed, it appears that training for technical instructors should be directed at tasks relating to conducting formal instruction, preparing for formal instruction, counseling students, and preparing lesson plans. Since no major differences were noted between the job of instructors assigned to various instructional designs, a separate course for each does not appear to be necessary. Data needed to analyze both the basic course and advanced courses for technical training instructors is being coordinated with personnel at HQ ATC/TTSE. A more detailed discussion of training for instructors will be covered in a supplement to this report.

In addition to training, the data also indicated two other conclusions. First, the results of the specialty structure analysis supports the 31 October 1978 AFR 39-1 change. This change removed the prefix "T" from DAFSCs of individuals who are career development course (CDC) writers. The specialty structure analysis indicated that the job of CDC writers is distinct and separate from instructors. Very little time is spent by CDC writers on tasks related to conducting formal instruction. In addition, these members spend very few hours per week instructing. The second conclusion relates to job satisfaction. Overall, job satisfaction for T-Prefix members is high. However, potential problems exist with members whose job centers entirely around self-pacing instruction, test and measurement, or instructional support duties.

APPENDIX A

BACKGROUND INFORMATION FOR THE TOTAL SAMPLE AND JOB CATEGORIES

APPENDIX A

GROUP	PAGE
OFFICER SAMPLE	A2
ENLISTED SAMPLE	A3
TECHNICAL TRAINING INSTRUCTORS	A4
MANAGEMENT AND SUPERVISORY PERSONNEL	A6
CURRICULUM DEVELOPMENT PERSONNEL	A10
INDEPENDENT JOB GROUPS	A12

TABLE I

BACKGROUND INFORMATION FOR OFFICER SAMPLE

TOTAL OFFICERS SAMPLED: 477 AVERAGE GRADE: 3.1

MAJCOM DISTRIBUTION: ATC (99%), OTHER (1%)

LOCATION: CONUS (99%), OVERSEAS (1%)

COMPONENT: REGULAR (57%), RESERVE (43%)

AERO-RATING: NAVIGATOR (34%), NON-RATED (50%), PILOT (14%), NOT REPORTED (2%)

EDUCATION LEVEL:

BACCALAUREATE DEGREE	25%
BACCALAUREATE PLUS, NO MASTERS	37%
MASTERS	25%
MASTERS PLUS, NO DOCTORATE	8%
DOCTORATE	5%

TOTAL YEARS INSTRUCTOR EXPERIENCE:

LESS THAN 1 YEAR	18%
1-2 YEARS	22%
2-3 YEARS	23%
3-4 YEARS	14%
4 YEARS PLUS	21%
NOT REPORTED	2%

INSTRUCTIONAL DESIGN ASSIGNED:

COMBINATION OF DESIGNS	28%
GROUP LOCK STEP	39%
GROUP PACING	7%
MODULAR SCHEDULING	5%
MULTIPLE TRACK	2%
SELF-PACING	7%
NOT REPORTED	12%

TRAINING THROUGH WHICH RECEIVED T-PREFIX:

ACADEMIC INSTRUCTOR SCHOOL AIR UNIVERSITY	7%
MILITARY TRAINING INSTRUCTOR COURSE	18%
TECHNICAL INSTRUCTOR COURSE	50%
OTHER	22%
NOT REPORTED	3%

IN-SERVICE INSTRUCTOR RELATED COURSES:

ACADEMIC COUNSELING, 3AIR75110-X	19%
ACADEMIC INSTRUCTOR, AIR UNIVERSITY	9%
AUDIOVISUAL METHODS, 3AZR75000-X	4%
DEVELOPMENT OF LEARNING OBJECTIVES, 3AIR75111-X	2%
INSTRUCTIONAL SYSTEMS DEVELOPMENT, 3AIR75130-X	36%
INSTRUCTIONAL SYSTEMS DEVELOPMENT AND MANAGEMENT, 3OZR7500-3	5%
INSTRUCTIONAL SYSTEMS MATERIALS DEVELOPMENT, 3AZR75100	2%
INSTRUCTORS ROLE IN SELF-PACED INSTRUCTION, 3AIR75112-X	2%
MULTI-MEDIA TEACHING SYSTEMS, 3AZR75173-X	1%
TECHNICAL INSTRUCTOR, 3AIR75100-X	43%
TECHNICAL INSTRUCTOR REFRESHER, 3AIR75150-X	4%
TECHNICAL WRITER NON-RESIDENT MATERIALS, 3AZR75200B	1%
TECHNICAL WRITER RESIDENT MATERIALS, 3AZR75200A	2%
TEST AND MEASUREMENT, 3AIR75120-X	16%
TRAINING SUPERVISOR, 3AIR75140-X	21%

TABLE II

BACKGROUND INFORMATION FOR ENLISTED SAMPLE

TOTAL ENLISTED SAMPLED: 1,880 AVERAGE GRADE: 5.6

MAJCOM DISTRIBUTION: ATC (99%), OTHER (1%)

LOCATION: CONUS (96%), OVERSEAS (4%)

AVERAGE EDUCATION LEVEL: 13.1 YEARS

TOTAL YEARS INSTRUCTOR EXPERIENCE:

LESS THAN 1 YEAR	17%
1-2 YEARS	22%
2-3 YEARS	22%
3-4 YEARS	11%
4 YEARS PLUS	27%
NOT REPORTED	1%

INSTRUCTIONAL DESIGN ASSIGNED:

COMBINATION OF DESIGNS	18%
GROUP LOCK STEP	65%
GROUP PACING	5%
MODULAR SCHEDULING	1%
MULTIPLE TRACK	1%
SELF-PACING	7%
NOT REPORTED	3%

TRAINING THROUGH WHICH RECEIVED T-PREFIX:

ACADEMIC INSTRUCTOR SCHOOL AIR UNIVERSITY	2%
MILITARY TRAINING INSTRUCTOR COURSE	5%
TECHNICAL INSTRUCTOR COURSE	91%
OTHER	1%
NOT REPORTED	1%

IN-SERVICE INSTRUCTOR RELATED COURSES:

ACADEMIC COUNSELING, 3AIR75110-X	65%
ACADEMIC INSTRUCTOR, AIR UNIVERSITY	6%
AUDIOVISUAL METHODS, 3AZR75000-X	7%
DEVELOPMENT OF LEARNING OBJECTIVES, 3AIR75111-X	11%
INSTRUCTIONAL SYSTEMS DEVELOPMENT, 3AIR75130-X	68%
INSTRUCTIONAL SYSTEMS DEVELOPMENT AND MANAGEMENT, 3OZR7500-3	5%
INSTRUCTIONAL SYSTEMS MATERIALS DEVELOPMENT, 3AZR75100	6%
INSTRUCTORS ROLE IN SELF-PACED INSTRUCTION, 3AIR75112-X	10%
MULTI-MEDIA TEACHING SYSTEMS, 3AZR75173-X	1%
TECHNICAL INSTRUCTOR, 3AIR75100-X	87%
TECHNICAL INSTRUCTOR REFRESHER, 3AIR75150-X	21%
TECHNICAL WRITER NON-RESIDENT MATERIALS, 3AZR75200B	4%
TECHNICAL WRITER RESIDENT MATERIALS, 3AZR75200A	5%
TEST AND MEASUREMENT, 3AIR75120-X	50%
TRAINING SUPERVISOR, 3AIR75140-X	34%

TABLE III

COMPARISON OF SELECTED BACKGROUND INFORMATION FOR TECHNICAL TRAINING INSTRUCTORS

	TECHNICAL TRAINING INSTRUCTORS	INSTRUCTORS I	INSTRUCTORS II
NUMBER IN GROUP:	1,873	710	1,163
PERCENT OF TOTAL SAMPLE:	79%	30%	49%
PERCENT OF GROUP OFFICERS:	20%	30%	15%
PERCENT OF GROUP ENLISTED:	80%	70%	85%
AVERAGE OFFICER GRADE:	3.0	3.1	2.9
AVERAGE ENLISTED GRADE:	5.4	6.0	5.1
PERCENT SUPERVISING:	26%	48%	13%
AVERAGE NUMBER OF TASKS:	75	122	45
NUMBER OF YEARS INSTRUCTOR EXPERIENCE:			
LESS THAN 1 YEAR	16%	10%	20%
1-2 YEARS	24%	19%	27%
2-3 YEARS	24%	22%	25%
3-4 YEARS	12%	13%	12%
4 PLUS YEARS	24%	36%	16%
NUMBER OF HOURS PER WEEK SPENT INSTRUCTING:			
NONE	4%	6%	1%
1-10 HOURS	13%	25%	6%
11-20 HOURS	11%	14%	9%
21-25 HOURS	7%	10%	6%
26-30 HOURS	40%	26%	50%
31-35 HOURS	13%	10%	15%
36 OR MORE HOURS	12%	9%	13%
NUMBER HOURS PER WEEK PROVIDE INDIVIDUALIZED ASSISTANCE:			
NONE	14%	15%	12%
1-5 HOURS	44%	44%	44%
6-11 HOURS	25%	21%	29%
12-17 HOURS	5%	5%	4%
18 PLUS HOURS	12%	15%	11%
INSTRUCTIONAL DESIGN ASSIGNED:			
COMBINATION OF DESIGNS	19%	21%	18%
GROUP LOCK STEP	66%	65%	67%
GROUP PACING	6%	6%	5%
MODULAR SCHEDULING	1%	1%	1%
MULTIPLE TRACK	1%	1%	1%
SELF-PACING	5%	4%	6%
NOT REPORTED	2%	2%	2%
SCHOOL/TRAINING UNIT ASSIGNED:			
BASIC MILITARY TRAINING SCHOOL	3%	3%	3%
FIELD TRAINING DETACHMENT	18%	23%	16%
OPERATING LOCATION	4%	6%	3%
PROFESSIONAL MILITARY EDUCATION COURSE	3%	2%	3%
TECHNICAL TRAINING SCHOOL	56%	55%	57%
SCHOOL OF HEALTH CARE SCIENCES	4%	6%	3%
SCHOOL OF APPLIED CRYPTOLOGIC SCIENCES	1%	0%	1%

TABLE IV

GROUP DIFFERENTIATING TASKS FOR TECHNICAL TRAINING INSTRUCTORS

TECHNICAL TRAINING INSTRUCTORS

C4 COUNSEL STUDENTS ON ACADEMIC OR NON-ACADEMIC PROBLEMS
H16 PERSONALIZE LESSON PLANS
J7 PERFORM OPERATIONAL CHECKS ON TRAINING EQUIPMENT
K1 ADMINISTER PERFORMANCE EVALUATIONS
K3 CHECK ATTENDANCE RECORDS
K13 MONITOR PERFORMANCE
K17 PRESENT DEMONSTRATION LESSONS
K18 PRESENT LECTURES

INSTRUCTORS I

D26 PERFORM SELF-INSPECTIONS
G7 DEVELOP LESSON PLANS
G9 DEVELOP OBJECTIVES
I7 REVIEW LESSON PLANS
J2 EVALUATE PHYSICAL ENVIRONMENT OF CLASSROOMS OR TRAINING AREAS
K10 EVALUATE ATTAINMENT OF OBJECTIVES
K11 EVALUATE STUDENT LESSONS

INSTRUCTORS II

J1 ARRANGE CLASSROOMS FOR TRAINING AREAS
J4 GATHER STUDENT STUDY MATERIALS, CLASS ROSTERS OR LESSON PLANS
K2 ADMINISTER WRITTEN TESTS
K13 MONITOR PERFORMANCE
K15 OPERATE TRAINING AIDS
K18 PRESENT LECTURES

TABLE V

COMPARISON OF SELECTED BACKGROUND INFORMATION FOR MANAGEMENT AND SUPERVISORY PERSONNEL

	MANAGEMENT AND SUPERVISORY PERSONNEL	COURSE MANAGERS	INSTRUCTOR SUPERVISORS	IN-SERVICE TRAINING COORDINATORS	FTD SUPPORT SUPERVISORS	UNT FLIGHT COMMANDERS	OJT COORDINATORS	UPT ACADEMIC TRAINING CHIEFS
NUMBER IN GROUP:	158	43	53	6	6	13	5	6
PERCENT OF TOTAL SAMPLE:	7%	2%	2%	-*	-	1%	-	-
PERCENT OF GROUP OFFICERS:	24%	25%	0%	0%	17%	100%	0%	100%
PERCENT OF GROUP ENLISTED:	76%	75%	100%	100%	83%	0%	100%	0%
AVERAGE OFFICER GRADE:	3.5	3.8	NA	NA	3.0	3.3	NA	3.0
AVERAGE ENLISTED GRADE:	6.9	7.4	6.7	6.8	7.8	NA	6.4	NA
PERCENT SUPERVISING:	93%	100%	96%	100%	83%	100%	60%	67%
AVERAGE NUMBER OF TASKS:	77	107	74	77	54	68	56	64
NUMBER OF YEARS INSTRUCTOR EXPERIENCE:								
LESS THAN 1 Year	7%	5%	6%	0%	17%	0%	0%	16%
1-2 YEARS	11%	11%	13%	0%	17%	0%	20%	17%
2-3 YEARS	17%	14%	21%	33%	0%	31%	20%	17%
3-4 YEARS	14%	21%	15%	33%	0%	8%	20%	0%
4 PLUS YEARS	51%	49%	45%	34%	66%	61%	40%	50%
NUMBER OF HOURS PER WEEK SPENT INSTRUCTING:								
NONE	40%	70%	17%	50%	83%	8%	60%	33%
1-10 HOURS	45%	28%	68%	33%	17%	61%	40%	35%
11-20 HOURS	10%	2%	13%	0%	0%	31%	0%	34%
21-25 HOURS	1%	0%	2%	0%	0%	0%	0%	0%
26-30 HOURS	2%	0%	0%	0%	0%	0%	0%	0%
31-35 HOURS	1%	0%	0%	17%	0%	0%	0%	0%
36 OR MORE HOURS	1%	0%	0%	0%	0%	0%	0%	0%

* DASH (-) INDICATES LESS THAN ONE PERCENT

TABLE V (CONTINUED)

COMPARISON OF SELECTED BACKGROUND INFORMATION FOR MANAGEMENT AND SUPERVISORY PERSONNEL

	MANAGEMENT AND SUPERVISORY PERSONNEL	COURSE MANAGERS	INSTRUCTOR SUPERVISORS	IN-SERVICE TRAINING COORDINATORS	FTD SUPPORT SUPERVISORS	UNT FLIGHT COMMANDERS	OJT COORDINATORS	UPT ACADEMIC TRAINING CHIEFS
NUMBER OF HOURS PER WEEK PROVIDE INDIVIDUALIZED ASSISTANCE:								
NONE	33%	46%	9%	34%	50%	16%	20%	0%
1-5 HOURS	31%	19%	38%	0%	33%	15%	40%	17%
6-11 HOURS	22%	22%	15%	66%	17%	30%	20%	50%
12-17 HOURS	7%	2%	6%	0%	0%	16%	20%	33%
18 PLUS HOURS	7%	11%	2%	0%	0%	23%	0%	0%
INSTRUCTIONAL DESIGN ASSIGNED:								
COMBINATION OF DESIGNS	28%	37%	15%	17%	67%	38%	20%	17%
GROUP LOCK STEP	47%	49%	68%	67%	0%	8%	60%	0%
GROUP PACING	5%	5%	8%	0%	0%	0%	20%	0%
MODULAR SCHEDULING	2%	2%	0%	0%	0%	15%	0%	0%
MULTIPLE TRACK	1%	0%	0%	0%	0%	8%	0%	0%
SELF-PACING	6%	2%	9%	0%	17%	0%	0%	17%
NOT REPORTED	11%	5%	0%	16%	16%	31%	0%	66%
SCHOOLS/TRAINING UNIT ASSIGNED:								
BASIC MILITARY TRAINING SCHOOL	3%	5%	2%	0%	0%	0%	0%	0%
FIELD TRAINING DETACHMENT	9%	16%	2%	0%	50%	0%	0%	0%
OPERATING LOCATION	4%	2%	0%	0%	0%	15%	0%	33%
PROFESSIONAL MILITARY EDUCATION COURSE	3%	5%	0%	0%	0%	8%	0%	0%
TECHNICAL TRAINING SCHOOL	56%	61%	70%	100%	17%	23%	80%	33%
SCHOOL OF HEALTH CARE SCIENCES	2%	2%	4%	0%	0%	0%	0%	0%

TABLE VI

GROUP DIFFERENTIATING TASKS FOR MANAGEMENT AND SUPERVISORY PERSONNEL

MANAGEMENT AND SUPERVISORY PERSONNEL

A2 ATTEND STAFF MEETINGS
C1 ASSIGN PERSONNEL TO DUTY POSITIONS
C5 COUNSEL SUBORDINATES ON CAREER OR EDUCATIONAL OPPORTUNITIES
C6 COUNSEL SUBORDINATES ON PERSONAL OR MILITARY PROBLEMS
C64 SCHEDULE LEAVES OR PASSES
D17 EVALUATE TEACHING EFFECTIVENESS OF INSTRUCTORS
D20 EVALUATE WORK OF INDIVIDUALS SUPERVISED

COURSE MANAGERS

A4 CONDUCT STAFF MEETINGS
A7 DEVELOP GUIDELINES OR CHECKLISTS
B20 COORDINATE PREPARATION OF INSTRUCTOR'S PROFICIENCY RECORDS WITH RESPONSIBLE AGENCIES
C60 REVIEW INSTRUCTOR RECOGNITION PROGRAMS
D22 INSPECT TRAINING FACILITIES
I11 REVIEW STSs OR CTSs

INSTRUCTOR SUPERVISORS

B15 COORDINATE MAINTENANCE OF TRAINING AIDS WITH RESPONSIBLE AGENCIES
C4 COUNSEL STUDENTS ON ACADEMIC OR NON-ACADEMIC PROBLEMS
C9 DRAFT AIRMAN PERFORMANCE REPORT FORMS (AF FORMS 909, 910, 911)
E32 PREPARE OR MAINTAIN INSTRUCTOR EVALUATION CHECKLIST FORMS (ATC FORM 281)
E46 PREPARE STUDENT COUNSELING REPORTS
J2 EVALUATE PHYSICAL ENVIRONMENT OF CLASSROOMS OR TRAINING AREAS
K7 CONDUCT STUDENT COURSE CRITIQUES

IN-SERVICE TRAINING COORDINATORS

B13 COORDINATE IN-SERVICE TRAINING WITH RESPONSIBLE AGENCIES
C63 SCHEDULE IN-SERVICE TRAINING
E33 PREPARE OR MAINTAIN INSTRUCTOR PROFICIENCY RECORD FORMS (ATC FORM 10)
G12 DEVELOP POIs
H3 CONSTRUCT TEST ITEMS

FTD SUPPORT SUPERVISORS

A27 PLAN OR SCHEDULE INSPECTIONS
B12 COORDINATE FIELD TRAINING DETACHMENT SUPPORT WITH RESPONSIBLE AGENCIES
B14 COORDINATE INSPECTION DEFICIENCIES OR CORRECTIVE ACTIONS WITH RESPONSIBLE AGENCIES
B33 COORDINATE TRAINING REQUESTS WITH RESPONSIBLE AGENCIES
C10 DRAFT AWARD RECOMMENDATIONS

TABLE VI (CONTINUED)

GROUP DIFFERENTIATING TASKS FOR MANAGEMENT AND SUPERVISORY PERSONNEL

UNT FLIGHT COMMANDERS

B29 COORDINATE STUDENT WELFARE, DISCIPLINE, OR OTHER MILITARY ACTIONS WITH RESPONSIBLE AGENCIES
C21 DRAFT OFFICER EFFECTIVENESS REPORT FORMS (AF FORM 707)
C53 PERFORM AS MEMBER OF BOARDS OR COMMITTEES
E46 PREPARE STUDENT COUNSELING REPORTS
J1 ARRANGE CLASSROOMS OR TRAINING AREAS
K21 RECOMMEND STUDENTS FOR WASHBACKS, DISENROLLMENT, OR PROFICIENCY ADVANCEMENT

OJT COORDINATORS

C55 PROVIDE TECHNICAL ASSISTANCE ON OJT TRAINING
L3 COORDINATE OJT REQUIREMENTS WITH BASE OJT MONITOR OR OTHER TECHNICAL SERVICES
L4 DEVELOP OJT PROGRAMS
L5 MONITOR COMPLETION OF CDCs
L8 PREPARE JPGs
L9 REVIEW OJT RECORDS OR REPORTS
L10 SELECT INDIVIDUALS TO ATTEND TECHNICAL TRAINING COURSES

UPT ACADEMIC TRAINING CHIEFS

A3 ATTEND TRAINING CONFERENCES
B21 COORDINATE PREPARATION OF TRAINING MATERIALS WITH RESPONSIBLE AGENCIES
C2 CONDUCT BRIEFINGS OR DEBRIEFINGS
D7 EVALUATE INSTRUCTIONAL MATERIALS
I5 REVIEW COURSE EXAMINATIONS

TABLE VII

COMPARISON OF SELECTED BACKGROUND INFORMATION FOR CURRICULUM DEVELOPMENT PERSONNEL

	CURRICULUM DEVELOPMENT PERSONNEL	CURRICULUM DEVELOPMENT MANAGERS	CAREER DEVELOPMENT COURSE WRITERS
NUMBER IN GROUP:	51	20	12
PERCENT OF TOTAL SAMPLE:	2%	1%	*-
PERCENT OF GROUP ENLISTED:	100%	100%	100%
AVERAGE ENLISTED GRADE:	6.9	6.8	6.8
PERCENT SUPERVISING:	8%	5%	8%
AVERAGE NUMBER OF TASKS:	58	85	41
NUMBER OF YEARS INSTRUCTOR EXPERIENCE:			
LESS THAN 1 YEAR	19%	15%	42%
1-2 YEARS	14%	10%	0%
2-3 YEARS	20%	20%	17%
3-4 YEARS	10%	10%	0%
4 PLUS YEARS	37%	45%	41%
NUMBER OF HOURS PER WEEK SPENT INSTRUCTING:			
NONE	94%	90%	100%
1-10 HOURS	6%	10%	0%
NUMBER OF HOURS PER WEEK PROVIDE INDIVIDUALIZED ASSISTANCE:			
NONE	82%	75%	75%
1-5 HOURS	14%	20%	25%
6-11 HOURS	4%	5%	0%
INSTRUCTIONAL DESIGN ASSIGNED:			
COMBINATION OF DESIGNS	22%	30%	8%
GROUP LOCK STEP	18%	30%	0%
GROUP PACING	2%	5%	0%
SELF-PACING	25%	15%	34%
NOT REPORTED	33%	20%	58%
SCHOOLS/TRAINING UNIT ASSIGNED:			
BASIC MILITARY TRAINING SCHOOL	6%	0%	0%
PROFESSIONAL MILITARY EDUCATION COURSE	2%	0%	8%
TECHNICAL TRAINING SCHOOL	84%	95%	75%
SCHOOL OF HEALTH CARE SCIENCES	2%	0%	8%

* DASH (-) INDICATES LESS THAN ONE PERCENT

TABLE VIII

GROUP DIFFERENTIATING TASKS FOR CURRICULUM DEVELOPMENT PERSONNEL

CURRICULUM DEVELOPMENT PERSONNEL

E1 ASSEMBLE TRAINING MANUSCRIPTS FOR REVIEW, EVALUATION, OR MAILING
E5 COMPLETE TRAINING LITERATURE READING GRADE COMPUTATION LEVEL FORMS (ATC FORM 335)
E39 PREPARE REPLIES TO STUDENT INQUIRES ON RESIDENT OR NONRESIDENT STUDY COURSES
G3 DEVELOP CAREER DEVELOPMENT COURSES (CDC)
G14 DEVELOP STSs
H4 CORRELATE CONTENT OF NONRESIDENT COURSES WITH CONTENT OF RESIDENT COURSES
H8 DESIGN, SKETCH, OR COMPOSE MANUSCRIPT ILLUSTRATIONS
H11 DEVELOP REVIEW EXERCISE PLANS

CURRICULUM MANAGERS

B18 COORDINATE PLANS OF INSTRUCTION (POIs) WITH RESPONSIBLE AGENCIES
B30 COORDINATE TECHNICAL ACCURACY OF TRAINING MATERIALS WITH RESPONSIBLE AGENCIES
C50 MAINTAIN OFFICIAL FILES OR TRAINING MATERIALS
D7 EVALUATE INSTRUCTIONAL MATERIALS
G18 REVISE COURSE CONTROL DOCUMENTS OR DIRECTIVES
H6 CORRELATE INSTRUCTIONAL MATERIALS WITH CONTENT OF COURSE CONTROL DOCUMENTS
I1 EDIT MANUSCRIPTS OR TEST ITEMS

CAREER DEVELOPMENT COURSE WRITERS

E1 ASSEMBLE TRAINING MANUSCRIPTS FOR REVIEW, EVALUATION, OR MAILING
H3 CONSTRUCT TEST ITEMS
H8 DESIGN, SKETCH, OR COMPOSE MANUSCRIPT ILLUSTRATIONS
H11 DEVELOP REVIEW EXERCISE PLANS
H20 RESEARCH SOURCE MATERIALS
I3 PROOFREAD TRAINING MATERIALS

TABLE IX

COMPARISON OF SELECTED BACKGROUND INFORMATION FOR INDEPENDENT JOB GROUPS

	DETACHMENT OJT ADVISORS	SELF-PACED INSTRUCTORS	STUDENT TRAINING ADVISORS	INDIVIDUALIZED ASSISTANCE INSTRUCTORS	TEST AND MEASUREMENT PERSONNEL
NUMBER OF HOURS PER WEEK PROVIDE INDIVIDUALIZED ASSISTANCE:					
NONE	17%	13%	7%	13%	14%
1-5 HOURS	58%	50%	66%	26%	38%
6-11 HOURS	4%	37%	20%	23%	24%
12-17 HOURS	4%	0%	0%	6%	0%
18 PLUS HOURS	17%	0%	7%	32%	24%
INSTRUCTIONAL DESIGN ASSIGNED:					
COMBINATION OF DESIGNS	25%	0%	7%	16%	10%
GROUP LOCK STEP	63%	0%	46%	26%	43%
GROUP PACING	4%	0%	7%	10%	5%
MODULAR SCHEDULING	0%	0%	0%	0%	9%
MULTIPLE TRACK	0%	0%	7%	0%	0%
SELF-PACING	0%	100%	33%	48%	33%
NOT REPORTED	8%	0%	0%	0%	0%
SCHOOL/TRAINING UNIT ASSIGNED:					
BASIC MILITARY TRAINING SCHOOL	0%	0%	7%	0%	5%
FIELD TRAINING DETACHMENT	96%	0%	0%	3%	0%
OPERATING LOCATION	0%	0%	0%	3%	0%
PROFESSIONAL MILITARY EDUCATION COURSE	0%	0%	0%	7%	5%
TECHNICAL TRAINING SCHOOL	8%	75%	60%	55%	57%
SCHOOL OF APPLIED CRYPTOLOGIC SCIENCES	0%	0%	0%	3%	0%

TABLE IX (CONTINUED)

COMPARISON OF SELECTED BACKGROUND INFORMATION FOR INDEPENDENT JOB GROUPS

	INSTRUCTOR SUPPORT PERSONNEL	SYSTEM ACQUISITION TEST EVALUATORS	TRAINING EQUIPMENT MONITORS	TRAINING SUPPORT SUPERVISORS	TRAINING PLANS MANAGERS
NUMBER OF HOURS PER WEEK PROVIDE INDIVIDUALIZED ASSISTANCE:					
NONE	33%	72%	60%	62%	60%
1-5 HOURS	44%	14%	20%	25%	10%
6-11 HOURS	11%	14%	20%	13%	10%
12-17 HOURS	6%	0%	0%	0%	20%
18 PLUS HOURS	6%	0%	0%	0%	0%
INSTRUCTIONAL DESIGN ASSIGNED:					
COMBINATION OF DESIGNS	44%	14%	60%	13%	30%
GROUP LOCK STEP	56%	43%	0%	50%	0%
GROUP PACING	0%	14%	0%	0%	0%
SELF-PACING	0%	0%	0%	25%	0%
NOT REPORTED	0%	29%	40%	12%	70%
SCHOOL/TRAINING UNIT ASSIGNED:					
BASIC MILITARY TRAINING SCHOOL	6%	0%	0%	0%	0%
FIELD TRAINING DETACHMENT	11%	0%	0%	0%	0%
OPERATING LOCATION	0%	43%	0%	0%	10%
PROFESSIONAL MILITARY EDUCATION COURSE	22%	0%	0%	0%	0%
TECHNICAL TRAINING SCHOOL	50%	0%	100%	88%	70%

TABLE X

GROUP DIFFERENTIATING TASKS FOR INDEPENDENT JOB GROUPS

DETACHMENT OJT ADVISORS

A26 PLAN ON-THE-JOB TRAINING (OJT) ADVISORY SERVICES TRAINING
C55 PROVIDE TECHNICAL ASSISTANCE ON OJT TRAINING
D8 EVALUATE OJT PLANS OR PROGRAMS
E21 PREPARE CERTIFICATES OR LETTERS OF COMPLETION OF TRAINING
L1 BRIEF PERSONNEL ON THE PREPARATION OF JOB PROFICIENCY GUIDES (JPGs)

SELF-PACED INSTRUCTORS

C4 COUNSEL STUDENTS ON ACADEMIC OR NON-ACADEMIC PROBLEMS
C58 REFER STUDENTS TO REFERRAL AGENCIES
K5 CONDUCT SELF-PACED COURSES
K20 PROVIDE INDIVIDUALIZED ASSISTANCE (REMEDIAL)

STUDENT TRAINING ADVISORS

C62 SCHEDULE CLEAN UP OF CLASSROOMS OR TRAINING AREAS
M1 ASSIGN DETAILS
M5 CONDUCT PERSONAL INSPECTIONS
M8 SUPERVISE DETAILS
M9 SUPERVISE ROLL CALL

INDIVIDUALIZED ASSISTANCE INSTRUCTORS

C4 COUNSEL STUDENTS ON ACADEMIC OR NON-ACADEMIC PROBLEMS
K12 EVALUATE STUDENTS PARTICIPATING IN INDIVIDUALIZED STUDY PROGRAMS
K13 MONITOR PERFORMANCE
K20 PROVIDE INDIVIDUALIZED ASSISTANCE (REMEDIAL)
K21 RECOMMEND STUDENTS FOR WASHBACKS, DISENROLLMENT, OR PROFICIENCY ADVANCEMENT

TEST AND MEASUREMENT PERSONNEL

K1 ADMINISTER PERFORMANCE EVALUATIONS
K2 ADMINISTER WRITTEN TESTS
K16 POST EXAMINATION SCORES
K23 SCORE EXAMINATIONS

INSTRUCTOR SUPPORT PERSONNEL

J1 ARRANGE CLASSROOMS OR TRAINING AREAS
J3 INVENTORY INSTRUCTIONAL TOOLS OR EQUIPMENT
J4 GATHER STUDENT STUDY MATERIALS, CLASS ROSTERS OR LESSON PLANS
J5 GATHER TRAINING AIDS SUCH AS FILMS OR TRANSPARENCIES

TABLE X (CONTINUED)

GROUP DIFFERENTIATING TASKS FOR INDEPENDENT JOB GROUPS

SYSTEM ACQUISITION TEST EVALUATORS

B4 COORDINATE DEVELOPMENT OF TRAINING DEVICES WITH RESPONSIBLE AGENCIES
B5 COORDINATE DEVELOPMENT OR VALIDATION OF INSTRUCTIONAL SYSTEM DEVELOPMENT (ISD) PROJECTS WITH RESPONSIBLE AGENCIES
G7 DEVELOP LESSON PLANS
G9 DEVELOP OBJECTIVES
H13 ESTABLISH INSTRUCTIONAL SEQUENCE, MEDIA, OR METHODS
H23 WRITE INSTRUCTIONAL MATERIALS

TRAINING EQUIPMENT MONITORS

A14 ESTABLISH EQUIPMENT REQUIREMENTS
A18 ESTABLISH TRAINING AIDS SUPPORT REQUIREMENTS
C28 DRAFT REQUESTS FOR DISPOSITION OF SURPLUS TRAINING EQUIPMENT
D2 EVALUATE CONTRACTOR TYPE I PROPOSALS
D12 EVALUATE PROPOSALS
D34 REVIEW TRAINER PROPOSALS
E9 MAINTAIN FILES OF FEDERAL OR MILITARY SPECIFICATIONS
E14 MAINTAIN TECHNICAL DATA FILES SUCH AS TRAINER SPECIFICATIONS
F32 REVIEW TRAINING EQUIPMENT UTILIZATION OR CONDITION RECORDS

TRAINING SUPPORT SUPERVISORS

A23 PLAN FACILITIES MAINTENANCE REQUIREMENTS
D11 EVALUATE PROPERTY HANDLING PROCEDURES
F2 DELIVER EQUIPMENT FOR MAINTENANCE WORK
F9 INVENTORY OFFICE EQUIPMENT
F11 INVENTORY TRAINING EQUIPMENT STORED IN SUPPLY ROOMS OR WAREHOUSES
F12 ISSUE SUPPLIES, PARTS, OR EQUIPMENT
F16 MAINTAIN STOCKS OF OFFICE SUPPLIES
F23 PICK UP EQUIPMENT
F24 PREPARE EQUIPMENT UTILIZATION REPORTS

TRAINING PLANS MANAGERS

A25 PLAN MOVEMENT OF FIELD OR TRAVEL TEAM UNITS
A30 PLAN SPECIAL OR CONTRACT TRAINING REQUIREMENTS
A34 SCHEDULE CLASS ENTRIES
B2 COORDINATE COURSE TRAINING STANDARDS (CTSs) WITH RESPONSIBLE AGENCIES
B12 COORDINATE FIELD TRAINING DETACHMENT SUPPORT WITH RESPONSIBLE AGENCIES
B24 COORDINATE REQUESTS FOR FIELD OR TRAVEL TEAM TRAINING WITH RESPONSIBLE AGENCIES
B25 COORDINATE SCHEDULING OF PERSONNEL FOR TRAINING WITH RESPONSIBLE AGENCIES
B33 COORDINATE TRAINING REQUESTS WITH RESPONSIBLE AGENCIES
B34 COORDINATE TRAVEL TEAM SUPPORT WITH RESPONSIBLE AGENCIES
G15 DEVELOP TRAINING PLANS

APPENDIX B

REPRESENTATIVE TASKS FOR SPECIAL GROUP ANALYSES

TABLE I

REPRESENTATIVE TASKS PERFORMED BY OFFICERS AND ENLISTED T-PREFIX RESPONDENTS
(PERCENT MEMBERS PERFORMING)

TASKS		TOTAL SAMPLE	TOTAL OFFICER SAMPLE	TOTAL ENLISTED SAMPLE
C4	COUNSEL STUDENTS ON ACADEMIC OR NON-ACADEMIC PROBLEMS	74	77	73
G7	DEVELOP LESSON PLANS	57	64	56
H16	PERSONALIZE LESSON PLANS	66	69	65
I7	REVIEW LESSON PLANS	53	59	51
J1	ARRANGE CLASSROOMS OR TRAINING AREAS	77	75	78
J2	EVALUATE PHYSICAL ENVIRONMENT OF CLASSROOMS OR TRAINING AREAS	63	65	63
J4	GATHER STUDENT STUDY MATERIALS, CLASS ROSTERS OR LESSON PLANS	74	69	75
J5	GATHER TRAINING AIDS SUCH AS FILMS OR TRANSPARENCIES	68	72	67
J7	PERFORM OPERATIONAL CHECKS ON TRAINING EQUIPMENT	58	51	60
K1	ADMINISTER PERFORMANCE EVALUATIONS	66	63	67
K2	ADMINISTER WRITTEN TESTS	73	76	72
K3	CHECK ATTENDANCE RECORDS	70	59	72
K4	CONDUCT DISCUSSION LESSONS	70	69	71
K7	CONDUCT STUDENT COURSE CRITIQUES	55	58	54
K10	EVALUATE ATTAINMENT OF OBJECTIVES	63	61	64
K11	EVALUATE STUDENT LESSONS	59	56	60
K13	MONITOR PERFORMANCE	75	71	75
K15	OPERATE TRAINING AIDS	72	75	71
K17	PRESENT DEMONSTRATION LESSONS	65	56	68
K18	PRESENT LECTURES	76	83	64
K19	PROCURE OR RETURN CONTROLLED EXAMINATIONS	60	66	58
K20	PROVIDE INDIVIDUALIZED ASSISTANCE (REMEDIAL)	76	76	76
K21	RECOMMEND STUDENTS FOR WASHBACKS, DISENROLLMENT, OR PROFICIENCY ADVANCEMENT	67	57	69
K23	SCORE EXAMINATIONS	70	76	69
K24	STATE LESSON OBJECTIVES OR OUTLINE INSTRUCTION	71	69	72

TABLE II

REPRESENTATIVE TASKS PERFORMED BY INSTRUCTOR EXPERIENCE GROUPS
(PERCENT MEMBERS PERFORMING)

TASK		LESS THAN 1 YEAR (N=402)	1-2 YEARS (N=524	2-3 YEARS (N=530)	3-4 YEARS (N=279)	4 PLUS YEARS (N=600)
C4	COUNSEL STUDENTS ON ACADEMIC OR NON-ACADEMIC PROBLEMS	64	74	76	73	77
C62	SCHEDULE CLEANUP OF CLASSROOMS OR TRAINING AREAS	33	44	48	49	57
G7	DEVELOP LESSON PLANS	44	56	60	61	64
H16	PERSONALIZE LESSON PLANS	56	69	70	69	66
I4	REVIEW COURSE CONTROL DOCUMENTS	22	28	36	44	53
I7	REVIEW LESSON PLANS	35	49	52	55	65
J1	ARRANGE CLASSROOMS OR TRAINING AREAS	70	82	80	81	74
J4	GATHER STUDENT STUDY MATERIALS, CLASS ROSTERS OR LESSON PLANS	68	79	77	74	71
K2	ADMINISTER WRITTEN TESTS	70	78	79	73	67
K7	CONDUCT STUDENT COURSE CRITIQUES	45	52	56	55	63
K13	MONITOR PERFORMANCE	69	78	77	78	72
K18	PRESENT LECTURES	72	80	80	79	72

TABLE III

REPRESENTATIVE TASKS PERFORMED BY INSTRUCTIONAL DESIGN GROUPS
(PERCENT MEMBERS PERFORMING)

TASK		COMBINATION OF DESIGNS (N=471)	GROUP LOCK STEP (N=1426)	GROUP PACING (N=124)	MODULAR SCHEDULING (N=32)	MULTIPLE TRACK (N=23)	SELF-PACING (N=173)
G7	DEVELOP LESSON PLANS	54	64	56	63	65	28
H16	PERSONALIZE LESSON PLANS	67	74	63	53	78	21
I7	REVIEW LESSON PLANS	53	57	56	50	43	26
J4	GATHER STUDENT STUDY MATERIALS, CLASS ROSTERS OR LESSON PLANS	70	80	79	66	70	58
J5	GATHER TRAINING AIDS SUCH AS FILMS OR TRANSPARENCIES	71	74	74	59	78	29
K2	ADMINISTER WRITTEN TESTS	66	79	79	81	78	62
K5	CONDUCT SELF-PACED COURSES	38	9	29	28	39	79
K17	PRESENT DEMONSTRATION LESSONS	63	73	71	59	70	28
K18	PRESENT LECTURES	77	84	77	88	87	23
K23	SCORE EXAMINATIONS	60	77	71	84	78	54

TABLE IV

REPRESENTATIVE TASKS PERFORMED BY TRAINING UNIT GROUPS
(PERCENT MEMBERS PERFORMING)

TASK		BASIC MILITARY TRAINING SCHOOL (N=73)	FIELD TRAINING DETACHMENT (N=392)	OPERATING LOCATION (N=87)	MILITARY EDUCATION COURSE (N=70)	PROFESSIONAL TECHNICAL TRAINING CENTER (N=1316)	SCHOOL OF HEALTH CARE SCIENCES (N=86)	SCHOOL OF APPLIE CRYPTOLOGIC SCIENCES (N=16)
G7	DEVELOP LESSON PLANS	56	65	66	46	59	72	50
H16	PERSONALIZE LESSON PLANS	53	77	75	53	64	80	81
J4	GATHER STUDENT STUDY MATERIALS, CLASS ROSTERS OR LESSON PLANS	75	82	74	74	75	76	81
J7	PERFORM OPERATIONAL CHECKS ON TRAINING EQUIPMENT	51	71	49	53	59	55	88
K1	ADMINISTER PERFORMANCE EVALUATIONS	68	73	61	56	67	78	75
K3	CHECK ATTENDANCE RECORDS	63	81	66	67	71	60	69
K15	OPERATE TRAINING AIDS	75	82	74	66	69	80	81
K17	PRESENT DEMONSTRATION LESSONS	58	79	60	57	64	73	88
K20	PROVIDE INDIVIDUALIZED ASSISTANCE (REMEDIAL)	74	80	77	74	76	77	88
K23	SCORE EXAMINATIONS	74	60	76	67	73	79	88